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ABSTRACT

Designed to be used with modules 1 through 5, this seventh in a series of twelve modules presents sex equity teaching strategies unique to the distributive education classroom. Strategies are grouped by sex equity guideline categories: art, language, and content. In addition to specific strategies, instructional suggestions based on common strategies are adapted in an example lesson plan for both a secondary and postsecondary class. The module concludes with a sample media evaluation. (LRA)

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CE 026 327

promoting
sex equity
in the classroom

distributive education

Sex equity teaching strategies unique to distributive education classroom use are presented in this module. Strategies are grouped by Sex Equity Guideline categories: art, language, and content. Instructional suggestions based on the common strategies in Module #2, #3, #4, are adapted in an example lesson plan for both a secondary and postsecondary class.

Using Module #7	1
DE Strategies:	
Art	2
Language	2
Content	3
Lesson Plan/Media Check Sheet	
Postsecondary	5
Secondary	11

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7

Using Creative Strategies - Distributive Education (D.E.)
Module #7

This module is intended as an accompaniment to the first five modules. Its purpose is to help you adapt general strategies to promote sex equity contained in Modules #3, #4, and #5 for the vocational education discipline: Distributive Education. Contents include specific strategies, lesson plans, and media evaluations.

Make sure you READ MODULE #1 before proceeding.

CHECK THE SYMBOL

After you have evaluated your media using the Sex Equity Check Sheet in Module #2 and have reviewed the general strategies for art, language, or content in Modules #3, #4, #5, you are ready to adapt strategies for your situation. Because discipline-specific strategies for art, language, and content are represented collectively in this module, symbols have been used to ease identification. Creative strategies to promote sex equity in art follow the "painter's brush," those in language follow the "pen and ink bottle," and those in content follow the "set of books." Use these symbols to help identify quickly the strategies of interest to you.

CONSIDER AN EXAMPLE

To better understand how a creative strategy can counteract the negative effects of bias in resource materials, review the lesson plans provided. The name of the school, teacher, and course title are identified on each plan. These plans have been implemented and each represents one teacher's ideas on how to adapt a strategy for his/her unique teaching needs. The Sex Equity Check Sheet used to evaluate media for the lesson accompanies the plan. Note the checks in the "Yes" and "No" columns for art, language, and content to interpret the teacher's evaluation of the equitability of the resource and the choice of creative strategy.

INDIVIDUALIZE YOUR PLAN

Consider the information contained in this module that is directly related to your discipline; integrate with information in the first five modules. Evaluate your teaching resources, then select and adapt the creative strategies that will help you PROMOTE SEX EQUITY IN THE CLASSROOM.

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Ask students to analyze a sexist advertisement. Discuss the influence of traditional sex roles on consumer buying habits.	Survey parents and peers to see which products are more commonly purchased by males and which by females.
* * *	* * *
Stress setting up windows and interior displays in a nonsexist manner. Set up both female and male mannequins in clothes for active and passive roles.	Set up nonsexist window and interior displays.
* * *	* * *
Ask students to find an example of a sexist window or interior display. Lead discussion in techniques that can be used successfully for window and interior display.	Photograph or describe sexist display. Redesign in a nonsexist manner. Post in room.
* * *	* * *
Assign. →	Use subject line in place of salutation in letters or other communications. Example: --Attention: Publications Department. Use nongender titles in business letters rather than gender titles.
* * *	* * *
Encourage elimination of sexist language, including marital status titles, on store memos and bulletins.	
* * *	* * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Encourage inclusion of female speakers at employer-employee banquets.	
* * *	* * *
	Role play sales situations in a sexist manner. Replay them in a non-sexist way. Discuss the differences in situations.
* * *	* * *
Outline techniques for students to use in coping with sexist student-trainee interviews.	Practice techniques through role playing.
* * *	* * *
Role play a sexist interview for a traditionally male position with a female applicant. Reverse situation and repeat.	Observe language used during the sexist interview.
* * *	* * *
Assign lab roles in mock enterprise system based upon skills, not sex. Examples: --Marketing Director, analyzing ability --Personnel Manager, communication skill --Finance Analyst, math skill --Production Manager, technical skill.	Conduct business for a predetermined length of time. Organize so that each lab group will be a corporation and will compete against the others for most profit.
* * *	* * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Teach telephone techniques to emphasize nonsexist behavior and language. Illustrate techniques to cope with the situation.	Role play a sexist conversation.
* * *	* * *
Write training plans, training agreements, and other school information in sex-fair language.	
* * *	* * *

Teacher Loren Langford
School Ellsworth Community College
Discipline Distributive Education
Course Title Career Opportunities/Petroleum

LESSON PLAN #1

UNIT: Career Opportunities - Petroleum

LESSON TOPIC: Sex equitable career information for high school counselors

OBJECTIVES:
1. To provide high school counselors and students with a booklet detailing career opportunities available in the petroleum area
2. To promote sex equity in recruitment materials

INSTRUCTIONAL MEDIUM:

PRINT:

N/A

NONPRINT:

Guidelines No(s). Implemented

Art 1 (see p. 8)

Language 6 (see p. 9)

Content 5 (see p. 10)

TEACHING TECHNIQUE: organization and management for the teacher

CREATIVE STRATEGY(IES) USED: Inform counselors of your willingness to instruct nontraditional students. Provide counselors with nonsexist departmental brochures developed for recruiting students.

TEACHER PREPARATION: (Specific adaptation of strategy applied to class and objective.)
I wrote up a series of 12 nonsexist job descriptions in the petroleum area, detailing job responsibilities, salaries, advancement, etc. Work study students typed the materials and media center printed them. These job descriptions with a recruitment brochure, Automotive and Petroleum Management - Ellsworth Community College, were assembled into a booklet, Petroleum Marketing Careers - Management, Sales, Supervision. After materials were written, they were reviewed by employers in industry, our school administration; then a few revisions were made. A copy of the booklet was mailed to every nigh school counselor in the State of Iowa.

CLASSROOM PROCEDURE: Not applicable

TEACHER	STUDENT PARTICIPATION
	IN CLASS OUT OF CLASS

MANAGEMENT TECHNIQUES, IF USED:

TEACHER REACTIONS:

Took a lot of time, but it was worth it. Counselors have written for more copies of the booklet.

SEX EQUITY CHECK SHEET

for Evaluating Print and Nonprint
Instructional Media: Vocational and Technical Education
(for Lesson Plan #1)

TITLE:

Petroleum Marketing Careers

Respond to each item on the check list by placing a (✓) in one of the columns on the right. Column choices include YES, NO, or NOT APPLICABLE (N/A). A check in the YES column denotes "Sex Equitable" for that item. Definitions which may clarify items contained in the check sheet follow:

Expanded Societal Role - a part played by an individual that is not bound by an organized traditional pattern of relationships.

Nonprint Instructional Medium - includes audible tapes, instructional pictures, slides and filmstrips, sound motion pictures, video tapes.

Nontraditional Occupation - jobs females or males enter which have been prescribed traditionally to the other sex.

Print Instructional Medium - includes laboratory manuals, transparencies, study guides, textbooks, programmed instruction books.

Sex Bias - prejudice based solely on sex exclusive of individual characteristics.

Sex Equitable - males and females presented in a balanced manner, impartially, showing like treatment.

ART WORK - ILLUSTRATIONS AND/OR PICTURES

	Yes	No	N/A
1. Does art work maintain a numerical balance between the sexes?		✓	
2. Does art work depict alternately both females and males in dominance?	✓		
3a. Are females depicted in nontraditional occupations?	✓		
3b. Are males depicted in nontraditional occupations?		✓	
4a. Does art work depict males and females equally in varied levels of occupational status?			✓
4b. Does art work depict females and males equally in varied levels of occupational responsibility?			✓
5a. Are males depicted using vocationally acquired skills in expanded societal roles?			✓
5b. Are females depicted using vocationally acquired skills in expanded societal roles?			✓
6a. Are females depicted in appropriate attire for their occupational roles?	✓		
6b. Are males depicted in appropriate attire for their occupational roles?	✓		
7a. Do illustrations of people include many body types?		✓	
7b. Do illustrations of people include occasional evidence of handicaps?		✓	

LANGUAGE - WRITTEN/SPOKEN

If the spoken word is involved, answer all questions on this page; if not respond only to first nine items.

		Yes	No	N/A
1.	Are titles of address indicating gender omitted?	✓		
2a.	Are gender-free plural pronouns used?	✓		
2b.	Is there an equal balance of gender-specific singular pronouns?	✓		
3.	Are gender-free nouns substituted for gender pronouns?	✓		
4.	Are gender-free nouns used to denote all human beings?	✓		
5.	Do indefinite pronouns have a plural pronoun referent (thus avoiding use of singular gender pronouns, e.g., he/she, her/his)?	✓		
6.	Are sex-free occupational titles used as indicated in the 1977 Dictionary of Occupational Titles, fourth edition?	✓		
7.	Is reference made to physical appearance only when there is a purpose?			✓
8.	Is each occupation described as being performed by both sexes?			✓
9.	Are nondemeaning descriptions of people used?	✓		

LANGUAGE - SPOKEN

10a.	Is a range of emotions expressed by a female speaker(s)?			
10b.	Is a range of emotions expressed by a male speaker(s)?			
11a.	Do male vocal presentations communicate the intended message avoiding sex-biased connotations?			
11b.	Do female vocal presentations communicate the intended message avoiding sex-biased connotations?			
12a.	Are titles of address indicating feminine gender used only if speaker prefers?			
12b.	Are titles of address indicating masculine gender used only if speaker prefers?			

CONTENT - EXPLICIT AND/OR SUBTLE

	Yes	No	N/A
1a. Are females portrayed in a variety of occupations?			✓
1b. Are males portrayed in a variety of occupations?			✓
2a. Are males portrayed in a range of societal roles?			✓
2b. Are females portrayed in a range of societal roles?			✓
3a. Do females portray a range of emotions?			✓
3b. Do males portray a range of emotions?			✓
3c. Do males portray a range of values?			✓
3d. Do females portray a range of values?			✓
3e. Do females portray a range of interests?			✓
3f. Do males portray a range of interests?			✓
3g. Do females portray a range of abilities?			✓
3h. Do males portray a range of abilities?			✓
4a. Are females presented in nontraditional occupations to illustrate the diversity of abilities?			✓
4b. Are males presented in nontraditional occupations to illustrate the diversity of abilities?			✓
5. Is preparation for an occupation described as available to individuals regardless of sex?			✓

Teacher Darrill Abel
School Ames Senior High
Discipline Distributive Education
Course Title Related - DE

LESSON PLAN #2

UNIT: Job Application

LESSON TOPIC: Career Objectives vs. Life Style Plans

OBJECTIVES: To determine the relationship between career goals and desired lifestyle.

INSTRUCTIONAL MEDIUM:

PRINT: A lifestyle questionnaire

NONPRINT:

Guidelines No(s). Implemented

Art
Language
Content 1,2 (see pp. 13-16)

TEACHING TECHNIQUE: discussion

CREATIVE STRATEGY(IES) USED:
Assign written reports on different lifestyles.
Present orally expressing individual viewpoints.

TEACHER PREPARATION: (Specific adaptation of strategy applied to class and objective.)

1. Prepare copies of questionnaire.
2. Adapt assignment to include career goals.
3. Prepare discussion questions.

CLASSROOM PROCEDURE:

TEACHER	STUDENT PARTICIPATION
1. Hand out lifestyle questionnaire. 2. Assign essay. 3. Lead discussion pointing out: a. variety of occupations and societal roles described b. relationships between career objectives and desired lifestyles.	IN CLASS 1. Respond to questionnaire. 2. Write short essay on desired life style regarding: a. marriage b. material desires c. type of work d. salary e. travel f. education g. entertainment h. location (to live) Relate a. through h. to your career objectives. 3. Participate in discussion. OUT OF CLASS

MANAGEMENT TECHNIQUES, IF USED:

TEACHER REACTIONS:

Have students write essay outside of class, discuss following day. There is not enough time to do the same day.

SEX EQUITY CHECK SHEET

for Evaluating Print and Nonprint
Instructional Media: Vocational and Technical Education

(for Lesson Plan #2)

TITLE:

Lifestyle Questionnaire

Respond to each item on the check list by placing a (✓) in one of the columns on the right. Column choices include YES, NO, or NOT APPLICABLE (N/A). A check in the YES column denotes "Sex Equitable" for that item. Definitions which may clarify items contained in the check sheet follow:

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